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AUTHOR Robinson, Mary L.
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ABSTRACT

The individualized instructional unit is intended for use in inservice or preservice education of counselors and was designed to provide a clear, concise overview of career education and to help counselors understand precisely what their support duties are. The unit is divided into five sections, each based on performance objectives. At the completion of the unit, the participant should be able to demonstrate an understanding of: (1) the basic concepts of career education, (2) the rationale for career education, (3) four models for implementation of career education, (4) the structure of the school-based model, and (5) specific activities which the counselor can perform at each educational level to support career education. A suggested supplementary reading list is given at the end of the unit. Other appended materials are a sample survey form, a sample parent letter, and a sample student interview. The unit has been field-tested in three inservice workshops and in several college classes, and was reviewed by recognized career education and guidance and counseling leaders; the material has been revised in accordance with their suggestions. (Author/AJ)

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Career Education

A Counselor's Guide

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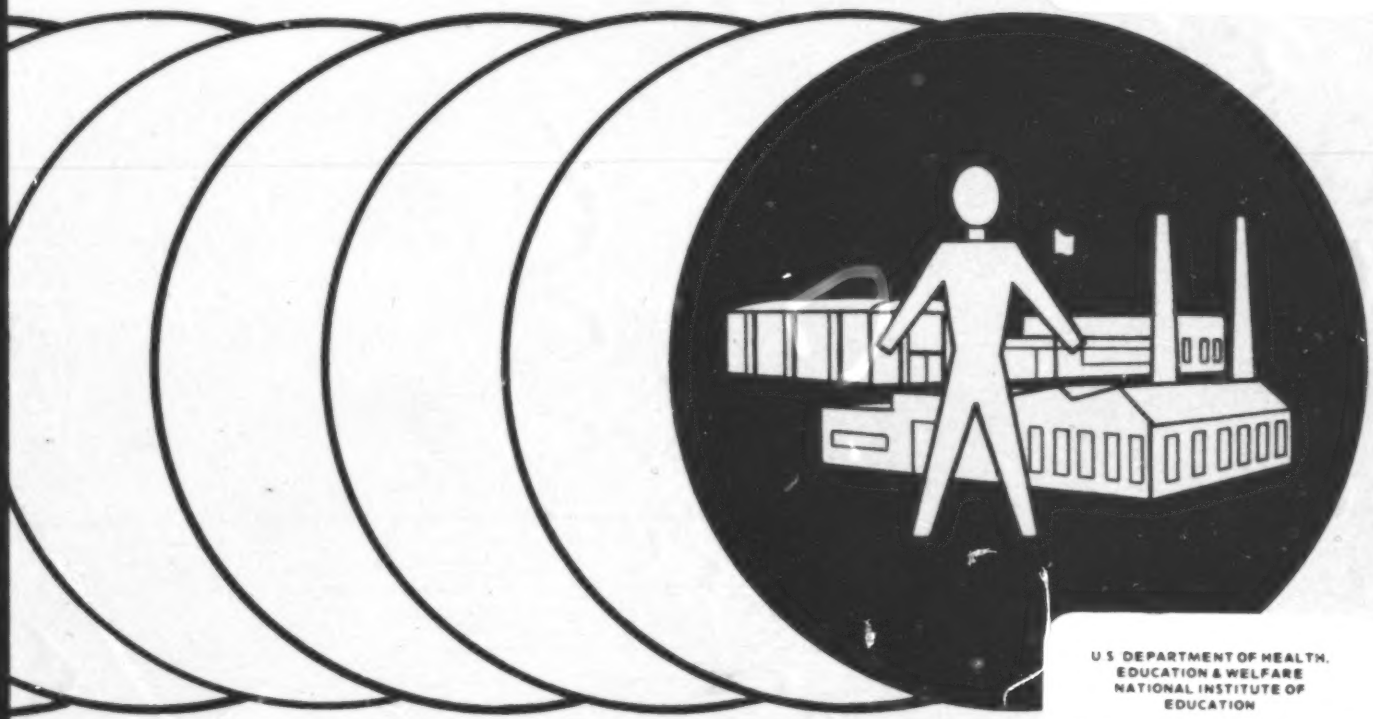

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STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION/STILLWATER, OKLAHOMA

CAREER EDUCATION
A COUNSELOR'S GUIDE

An individualized instructional unit designed
for use in in-service or preservice
education of counselors

Mary L. Robinson, Curriculum Specialist
State Department of Vocational and Technical Education
Stillwater, Oklahoma

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Oklahoma State Board of Vocational and Technical Education
Leslie Fisher, Chairman
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INTRODUCTION

The purpose of this instructional unit is to help busy counselors upgrade their knowledge and skills. It has been designed to provide a clear, concise overview of career education and to help the counselor understand precisely what his or her duties would be to support career education.

Many people state that counseling is a vital part of career education. Many of the leading advocates of career education are counselors or former counselors. Yet I have been unable to find anyone who states clearly what the role of the counselor should be to promote and support career education in the local school setting. This instructional unit is designed to fill that void. Each unit of instruction is based on performance objectives. The unit is designed to be self-contained for use in in-service workshops or by individual counselors who wish to gain more information about this subject. Four to five hours should be set aside for use in an in-service workshop. For use in preservice education of counselors, it is suggested that it be used as a beginning unit with films, field trips, and supplementary reading. A suggested supplementary reading list is given at the end of the unit. New books and articles are appearing daily regarding this important concept so that a wealth of information should be available for additional student research.

This material has been field tested in three in-service workshops and in several college classes. Evaluations were collected and revisions were made as recommended. In addition to field testing, the unit was reviewed by recognized leaders in career education and in guidance and counseling, and changes were made in accordance with their suggestions. The National Institute of Education was contacted in March, 1974 for updated information on national models for implementation and that section was rewritten.

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The content of this publication was planned and reviewed by:

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The Printing and Publications Department is deserving of much credit for the professional quality of the printing of this manual.

WHY ME?

Your administrator has just said to you as a counselor: "We have decided to implement career education in our school system next year. We would like for the counseling staff to take the leadership in helping us to achieve this objective."

Do you know:

What he means by career education?

What your duties would be?

How to provide adequate leadership?

If not, then the following instructional unit is designed for you!

GOAL STATEMENT:

The participant will demonstrate an understanding of:

1. The basic concepts of career education.
2. The rationale for career education.
3. Four models for implementation of career education.
4. The structure of the school-based model.
5. Specific activities which the counselor can perform at each educational level to support career education.

WHAT IS CAREER EDUCATION?
UNIT I

PERFORMANCE OBJECTIVE ONE:

The participant will be able to identify eight key concepts of career education.

WHAT IS CAREER EDUCATION?

Career education could be termed a concept in search of a definition. Many definitions are emerging, but there is no single one which is universally accepted. It is a concept which has been under experiment and development for many years. An analysis of available literature indicates that career education is a natural outgrowth of widely accepted career development theories and that it has antecedents in the literature of guidance as well as in vocational education. Career education was first introduced on a large scale by the U.S. Office of Education in a speech by Dr. Sidney P. Marland "Career Education Now" given before the National Association of Secondary School Principals, Houston, Texas, January 23, 1971. From this speech and subsequent ones by Dr. Marland and others, the following key concepts for career education have emerged:

KEY CONCEPTS

1. Preparation for successful careers shall be a key objective of all education.

2. Career education is not synonymous with vocational education, but vocational education is an important part of career education.

3. Every teacher in every course will emphasize the contribution that subject matter can make to a successful career.

4. "Hands-on" occupationally oriented experiences will be utilized as a method of teaching and motivating the learning of abstract academic content.

5. Preparation for careers will include work attitudes, human relations skills, orientation to the nature of the work-a-day world, exposure to alternative career choices, and the acquisition of job skills.

6. In addition to the classroom, learning environments will be identified in the home, in the community, and in employing establishments.

7. Horizons extend K-Adult. Career education is a process of continuing education throughout a person's life extending from early childhood through adult life as people return for refurbishing of skills and for education in the use of leisure time.

8. Career education is the basic and pervasive approach to all education, but it in no way conflicts with other legitimate education objectives such as citizenship, culture, family responsibility, and basic education.

WOW'. Let's look at these concepts individually and try to digest them.

1. Preparation for successful careers shall be a key objective of all education.

You are probably saying, "This has always been a goal of good education." But has it really? Ask a classroom teacher what her goals are. How many will tell you that it is to prepare for the next year's classes? Ken Hoyt, a leader in developing the career education concept, states, "The goal of education must not be more education."

Does career preparation include more than preparation for an occupation or a job? We define a career as:

The course of continued progress in the life of a person; thus, a career would include the educational experience, work, and continued choices which the individual has to make throughout his life. A career is progress along a pathway, not an arrival at a destination.

Therefore, career education would include all of those experiences which would enable the individual to be ready for economic self-sufficiency, for a personally satisfying life, and for new learning experiences appropriate to his vocational and avocational interests.

You are beginning to see why the concept of career education is so hard to define. Read on.

2. Career education is not synonymous with vocational education, but vocational education is an important part of career education.

There are two significant points here:

a. Career education is not just another word for vocational education and should not be the concern of vocational educators only.

Career education is an attempt to restructure all of education, to give it more meaning, and to make it more relevant. If career education is to succeed, it must be accepted and incorporated by all of education.

b. Vocational education is an important part of career education. Dr. Marland stated in a speech to vocational educators: "Vocational education's sense of continuity should be extended to all education. The connection between education and a person's life work should be as obvious to others engaged in education as it is to you who are experts in the field." If the future economy is to require that only seventeen percent of our workers have college degrees, then we must expand vocational and pretechnical training to provide meaningful experiences for the majority of our secondary school students.

3. Every teacher in every course will emphasize the contribution that subject matter can make to a successful career.

Career education is not something to be "added on" to the existing curriculum, but is to be infused into the regular content of every course. This means that teachers must understand and emphasize the practical applications of their subject matter, freely utilizing role playing, field trips, and simulation to make abstract content more meaningful. New curriculum must be developed to help teachers make their curriculum more relevant to student's lifetime career needs.

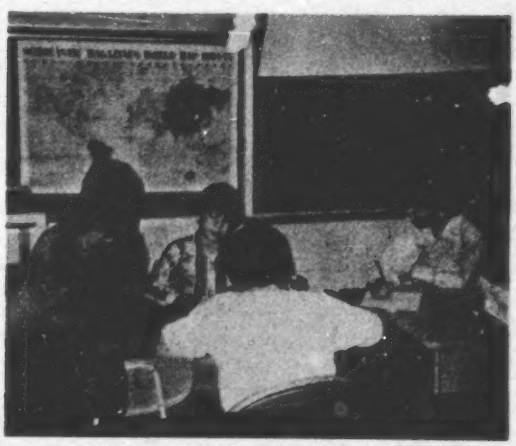
4. "Hands on" occupationally oriented experiences will be utilized as a method of teaching and motivating the learning of abstract academic content.

Place an "X" in the front of the activities which would be considered "hands on" activities.

_____a. Playing store in kindergarten

_____b. Constructing a weathervane in science class

_____c. Drawing maps in geography class



_____d. Setting up an assembly line

_____e. Answering questions at end of a unit of study

You are correct.' Activities a, b, c, and d would be considered "hands on" activities.

5. Preparation for careers will include work attitudes, human relations skills, orientation to the nature of the work-a-day world, exposure to alternative career choices, practice in decision making, and acquisition of job skills.

We are all aware that most people do not lose their jobs due to lack of job skills. People lose jobs because their personal habits, work attitudes, and human relations skills are not acceptable to their employers. Teachers and counselors must see that experiences are provided for youngsters at an early age exposing them to a wide variety of work attitudes, values, and life styles. Students must be given practice to develop decision making skills at all ages and afforded the opportunity to acquire actual job skills in senior high school. Many experts maintain that every student should graduate from high school with a salable skill whether or not they plan to attend college.

6. In addition to the classroom, learning environments will be identified in the home, in the community, and in employing establishments.

Education must reach out from the classroom to take advantage of all resources and all learning situations. We need to increase involvement of parents and others in the community in all levels of education for a number of reasons. Some of these reasons are:

a. Parents can be a reliable resource within the classroom. They have a wide variety of skills and experiences which they are generally pleased to share

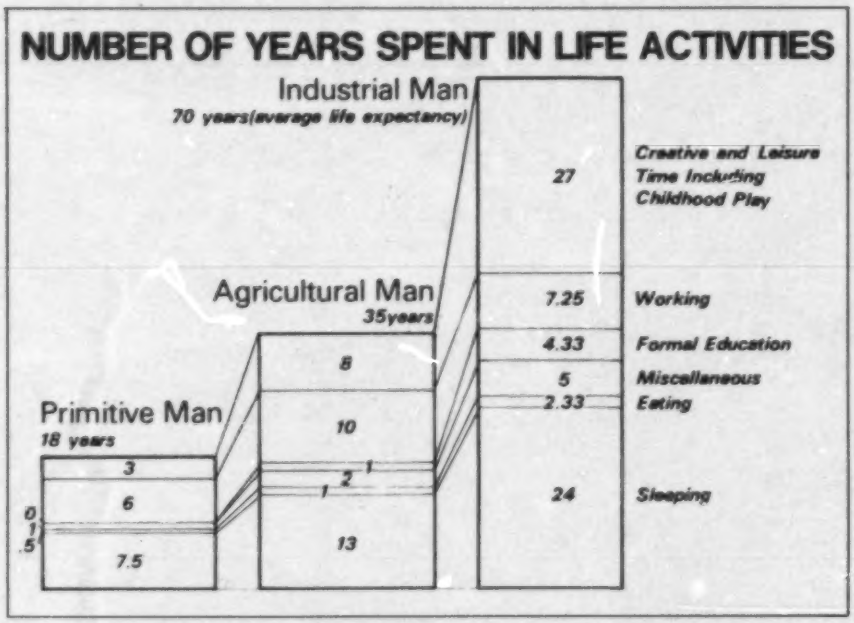
b. Parents will be re-educated as they are exposed to new ideas, new trends in education, and changes in peer group standards through their involvement in the classroom. We know that parents are probably the greatest single influence of student behavior. If students are to make wise career decisions, parents must be aware of changes in societal needs and educational training programs so they will understand and support the students in their decisions. Society is changing rapidly and we must utilize every means available to reduce the "generation gap" between parents and their children. Parent involvement in the classroom is one means of doing so.

c. The community and employing establishments are also a valuable resource. By involving them in education through hosting field trips or by bringing them into the classroom, we can make our content more exciting and more relevant.

d. As parents, community, and business become involved in education and understand more about our purposes and problems, we can hope to receive more support from them.

7. Horizons extend K-Adult.

Career education will provide a youth the flexibility to leave for a job or work experience and return to school for further education, including the opportunity for upgrading and continued refurbishing of adult workers as well as providing education for the productive use of leisure time and the retirement years. The following chart taken from "World Facts and Trends" shows that industrial man will spend almost four times more of his life in creative and leisure time than he spends working. Career education cannot afford to neglect this important segment of man's life; this is part of his career.



John McHale, World Facts and Trends. New York: Collier Books, 1972, p. 44.

8. Career education is the basic and pervasive approach to all education, but it in no way conflicts with other legitimate education objectives such as citizenship, culture, family responsibility, and basic education.

If successful, career education will provide the relevance and motivation to make subject matter content more meaningful; therefore, the students' performance should complement the basic skills, not take away from the teaching of them.

Briefly review the concepts from the list on page three. Then proceed to exercise one on the next page.

EXERCISE ONE--KEY CONCEPTS

Directions: Carefully read each question. Write the correct letter in the space to the left of each question.

_____ 1. Career education is primarily the concern of:

a. Adult education

b. Secondary education

c. Elementary school

d. All of education

_____ 2. Vocational education:

a. Loses its identity in career education

b. Will need to expand to meet increased demands under career education

c. Is synonymous with career education

d. Includes more than career education

_____ 3. The content of career education will be the concern of:

a. Vocational teachers only

b. Counselors

c. Career education instructors

d. Every teacher in every course

_____ 4. The learning of abstract academic content will be made relevant through:

a. Field trips

b. Role playing

c. Simulation

d. "Hands on" activities

e. All of the above

_____ 5. Career preparation will not include:

a. Early tracking of students into a specific occupational choice

b. Human relations skills

c. Work attitudes

d. Acquisition of job skills

e. Practice in decision making

_____ 6. By extending learning to the home, the community, and employing establishments, we can:

a. Make content more relevant

b. Get more support for education

c. Increase parent involvement

d. All of the above

_____ 7. Career education should begin in:

a. Kindergarten or earlier

b. Junior high school

c. Senior high school

d. Adult education

_____ 8. Career education will:

a. Make all other goals of education obsolete

b. Complement the basic skills

c. Provide motivation for learning subject matter

d. Solve all the problems of education

ANSWER SHEET NUMBER ONE:

1. d — Preparation for careers shall be a key objective of all education.

2. b — If the future economy is to require that only seventeen percent of our workers have college degrees, then we must expand vocational and pretechnical training to provide meaningful experiences for the majority of our secondary school students.

3. d — Every teacher in every course will emphasize the contribution that subject matter can make to a successful career.

4. e — Teachers must understand and emphasize the practical application of their subject matter freely utilizing role playing, field trips, simulation, and "hands on" occupationally oriented experiences to make abstract content more meaningful.

5. a — Preparation for careers will include work attitudes, human relations skills, practice in decision making, and acquisition of job skills. We must be very careful to avoid early tracking of students and keep our programs flexible.

6. d — As education extends out from the classroom to take advantage of all resources and all learning situations, it can expect to receive many benefits in return.

7. a — Career education extends from early childhood throughout a person's life.

8. Aha! Either b or c is correct. Career education should complement the basic skills by making abstract content more meaningful - thus providing motivation for learning subject matter.

ENDNOTES:

1. Hoyt, Dr. Kenneth B., "Revival of the Work Ethic." Speech at Central State University, September 1971.

2. Marland, Sidney P., Jr. "Career Education: More Than A Name."Speech to State Directors of Vocational Education: Washington, D.C., May 1971.

3. U.S. Department of Labor. *Occupational Outlook Handbook*. Washington, D.C.: Government Printing Office, 1972-73.

PERFORMANCE OBJECTIVE TWO:

The participant will be able to select three conditions which indicate that our educational system is inadequately meeting societal needs and to discuss the implications of these conditions for school curriculum.

WHY CAREER EDUCATION?

What conditions in our society and in our educational system prompted Dr. Sidney P. Marland, then U.S. Commissioner of Education, to introduce the concept of career education as the major thrust for public education? The following facts illustrate some of the reasons why career education appears to be a concept whose time has come.

KEY FACTS:

1. Levels of training of students from Oklahoma schools are not consistent with labor needs; therefore, many of our exiting students are not employable.

2. Economic success is affected, but not determined, by educational attainment.

3. Jobs in the 70's demand specialized training, not necessarily a college degree.

4. The present secondary school curriculum is typically not realistic in terms of meeting student career needs.

5. Changes in occupations will be accelerated in the future.

6. Types of available jobs will change drastically in the future.

7. Inventions will be more frequent and jobs will change more rapidly.

8. Unemployment is a problem to the unskilled.

FACT 1 Levels of training of students from Oklahoma schools are not consistent with labor needs; therefore, many of our exiting students are not employable.

EDUCATIONAL GAP

NEEDS	LEVEL OF TRAINING	PRODUCTION
20%	College	17%
50%	Post High School	29%
25%	High School	23%
5%	Less Than High School	31%

Oklahoma State Department of Education, Finance Division

THEREFORE: We need career education to reduce the gap between educational products and labor needs.

FACT 2 Our high school training programs are not relevant to the needs of students or society.

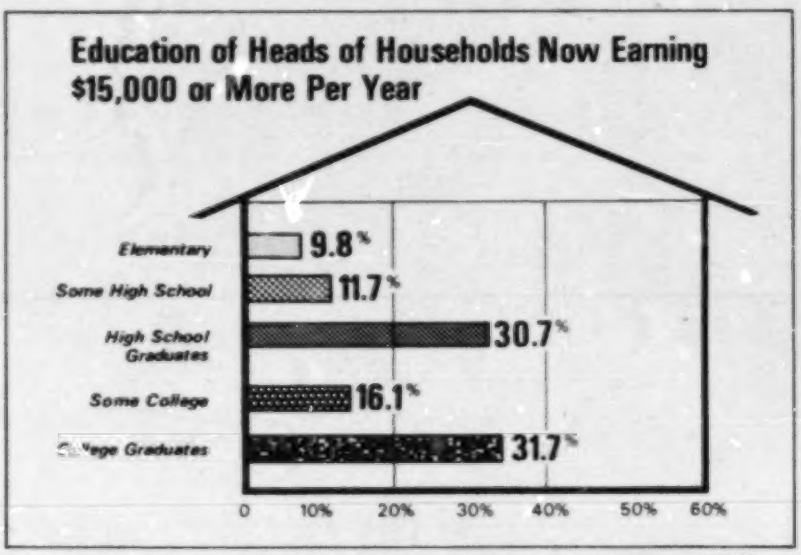
EDUCATIONAL GAP

NEEDS	HIGH SCHOOL TRAINING	PRODUCTION
20%	College Preparatory	66.5%
80%	Vocational or Pretechnical	33.5%

Oklahoma State Department of Education, Finance Division.

THEREFORE: We need career education to help students plan realistic programs of training.

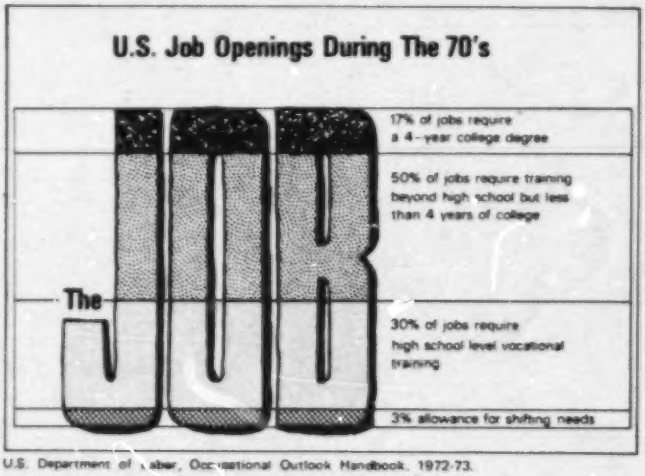
FACT 3 Economic success is affected, but not determined, by educational attainment.



The Linden Study as reported in U.S. News and World Report. Dec. 6, 1971, pp. 28-29.

THEREFORE: We need career education to orient all to the world of work.

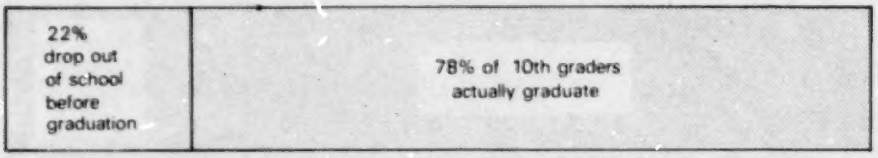
FACT 4 Jobs in the '70's demand specialized training, not necessarily a college degree.


U.S. Job Openings During The 70's
The JOB
17% of jobs require a 4-year college degree
50% of jobs require training beyond high school but less than 4 years of college
30% of jobs require high school level vocational training
3% allowance for shifting needs

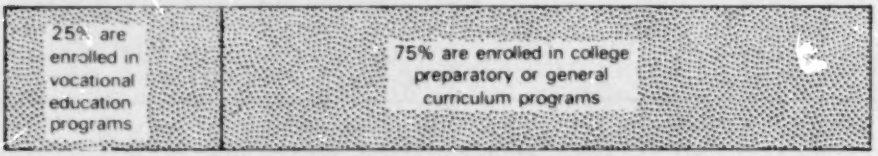
U.S. Department of Labor, Occupational Outlook Handbook, 1972-73.

THEREFORE: We need career education to provide students with insight, information, and motivation concerning specialized training as well as professional education.

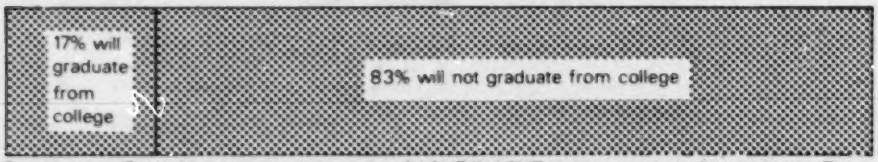
FACT 5 The present secondary school curriculum is typically not realistic in terms of meeting student career needs.



Dr. Robert M. Worthington, Associate Commissioner, Bureau of Adult, Vocational and Technical Education, U.S. Office of Education; remarks before the Regional Industrial Development Corporation, St. Louis, Missouri, October 13, 1971.



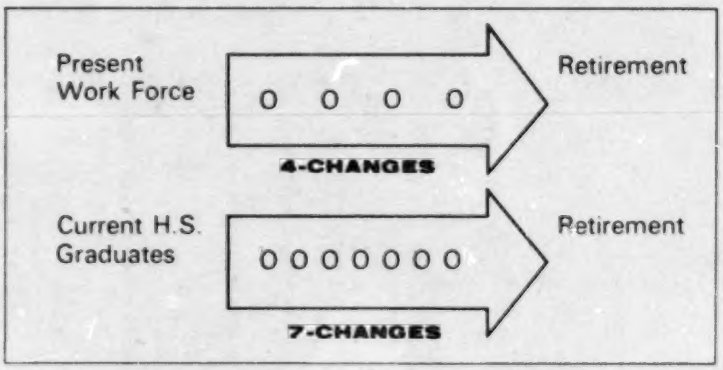
U.S. Commissioner of Education Marland; remarks before the annual convention of the National Association of Secondary School Principals, Houston, Texas, January 23, 1971.



Congressman Pucinski: remarks before the SACVE/NACVE joint meeting, San Antonio, Texas, April 17, 1971.

THEREFORE: We need career education for all students to reduce the gap between unrealistic educational programs and career needs.

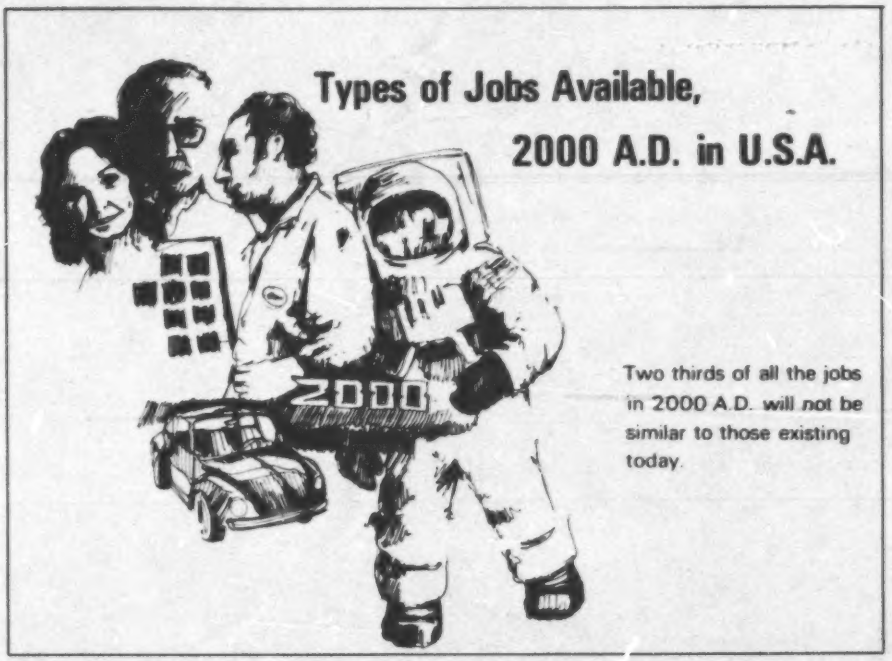
FACT 6 Changes in occupations (not just employers) will be accelerated in the future.



U.S. Department of Labor, Bureau of Labor Statistics

THEREFORE: We need career education for all students to help them maximize their potential despite the many changes in their occupations.

FACT 7 The types of available jobs will change drastically in the future.


Types of Jobs Available,
2000 A.D. in U.S.A.
2000
Two thirds of all the jobs in 2000 A.D. will not be similar to those existing today.

Congressman James Symington, as cited in "Industrial Development and Career Education." St. Louis Regional Industrial Development, Room 400, Pierre LaClede Building, 7701 Forsythe Blvd., St. Louis, Missouri 63105, October 11, 1971.

THEREFORE: We need career education to provide all students with broad career orientation, personal flexibility, and readiness for retraining.

FACT 8 In the future, inventions will be more frequent and jobs will change more rapidly.

60 percent of the products to be made in the U.S. in the 70's had not been invented in 1971.

Stanford Research Institute, as cited in "Industrial Development and Career Education."

THEREFORE: We need career education to orient students toward the rapidly shifting employment picture.

FACT 9 Unemployment is an overwhelming problem--not a five percent to twenty-four percent statistic--when there are many job vacancies but you are unemployed because you lack the necessary skills.

MANY IN THE U.S. WORK FORCE FACE UNEMPLOYMENT

. . . in 1971, the unemployment rate was 5.9%, the highest in a decade (4.9% in 1970, and 3.5% in 1969).

TEENAGERS OFTEN FACE UNEMPLOYMENT

. . . in many parts of our country, 1 out of 5 teenagers 16-19 years old are both out of school and out of work.

Dr. Robert M. Worthington; St. Louis, Missouri, October 1971.

HIGH SCHOOL GRADUATES, ESPECIALLY THOSE WITHOUT JOB SKILLS, OFTEN FACE UNEMPLOYMENT

. . . graduates in the 18 to 24 year old group without vocational training have an unemployment rate of more than 24%, while those graduates with vocational training are unemployed at the rate of 5.2%.

Dr. Robert M. Worthington; St. Louis, Missouri, October, 1971.

BLACKS ESPECIALLY FACE UNEMPLOYMENT

. . . the ratio of Black to white jobless rates is 1.8 to 1.

U.S. Department of Labor, Bureau of Labor Statistics.

VETERANS OFTEN FACE UNEMPLOYMENT

. . . at the end of 1971, the unemployment rate of 5.2 million Vietnam veterans reached 8.2%.

"Time" December 27, 1971, p. 57.

THEREFORE: We need career education for all students to reduce the gap between unfilled jobs and unemployed persons.

A major void in American life can be filled by career education. People--all our people--need self-fulfillment through self-support and satisfying, meaningful work. The tremendous shortage of qualified workers in certain fields must be met.

Career education requires a reform which allows all students the opportunities which the best education has always provided a few; an education which allows students to accept or reject lifestyles based on career choices and the chance to exercise some control over their own education.

EXERCISE TWO--WHY CAREER EDUCATION?

Directions: Place an "X" in front of the statements which indicate that our educational system is not adequately meeting the needs of society.

_____ 1. Most jobs require a college degree.

_____ 2. People can be expected to change jobs several times in a lifetime; often they are not prepared to do so.

_____ 3. The degree of financial success which a person obtains is directly related to the number of years of formal education completed.

_____ 4. Most of our high school students are in a college prep curriculum although eighty percent of the jobs do not require a college education.

_____ 5. Tomorrow's workers will need to be flexible individuals ready for frequent retraining.

ANSWER SHEET NUMBER TWO:

_____1. Most jobs require more than high school training, but less than a college degree.

__X__2. Current high school graduates can expect to change jobs seven times before retirement.

_____3. More than 50% of the persons earning $15,000 or more per year had a high school degree or less. Refer to Fact 3.

__X__4. 66.5% of our students in Oklahoma are enrolled in college prep programs.

__X__5. 60% of the products to be made in the U.S. in the 70's had not been invented in 1971.

EXERCISE THREE--WHY CAREER EDUCATION?

In a group or in a written paragraph, discuss the implications of statements 2, 4, and 5 from exercise two for school curriculum.

END NOTES:

U.S. Department of Labor. *Occupational Outlook Handbook.* Washington, D.C.: Government Printing Office, 1972-73.

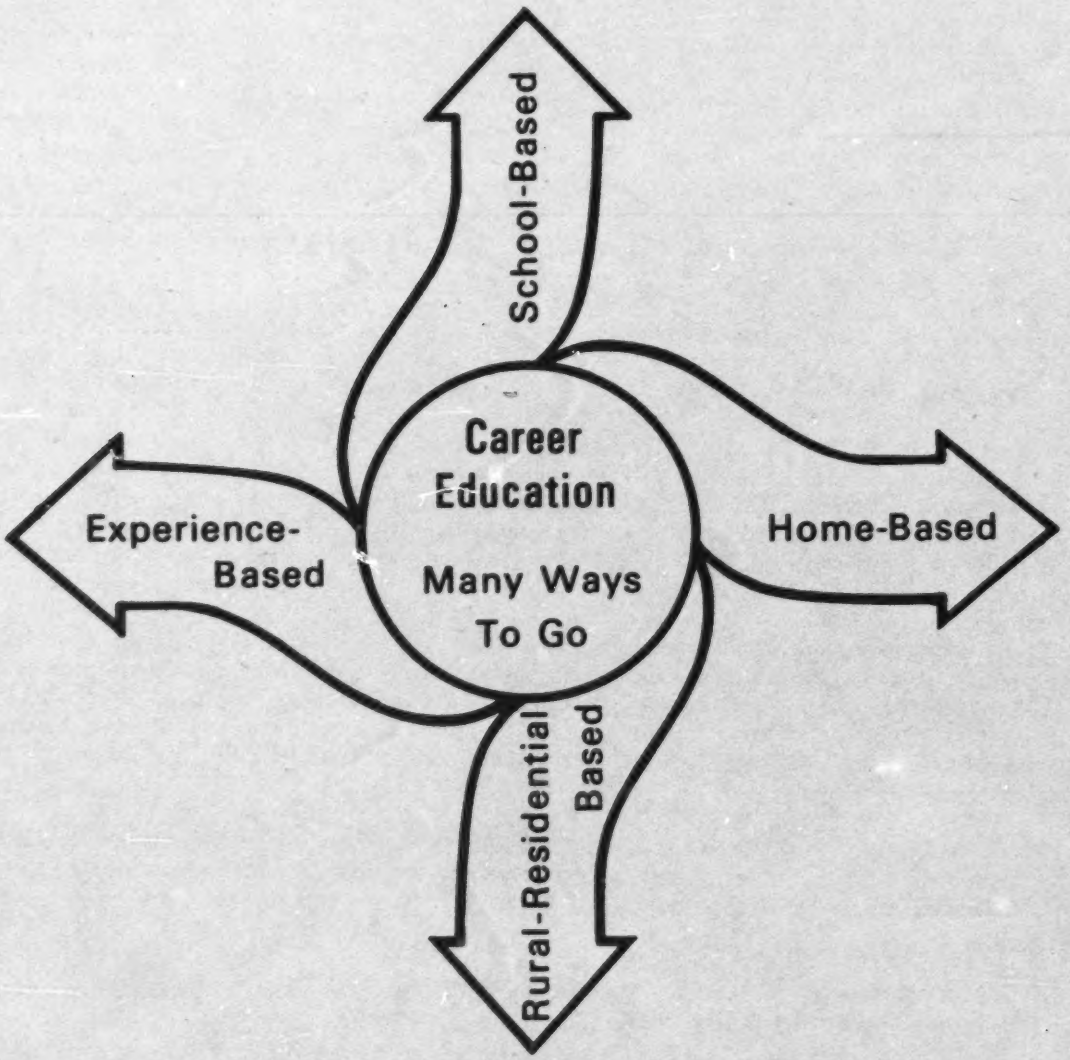
McHale, John. *World Facts and Trends.* New York: Collier Books, 1972.

Time Magazine, December 27, 1971.

CAREER EDUCATION MODELS
UNIT III

PERFORMANCE OBJECTIVE THREE:

The participant will be able to list the four national career education models, match each one to its description, and discuss implications for counseling programs.



CAREER EDUCATION MODELS

In 1971, the U.S. Office of Education implemented plans to develop and test four career education "models" or alternative ways of facilitating career education goals. In 1973, major responsibility for these four "models" was transferred to the National Institute for Education (NIE) for further research and development in its efforts to improve the relationship between education and work. The following is a brief description of these four models.

Model I: School-Based Comprehensive Career Education Model (CCEM)

The objective of this model is to develop and test an educational system (K-twelve) that will develop in students (1) a comprehensive awareness of career options; (2) a concept of self which is in keeping with a work-oriented society, including positive attitudes about work, school, and society, and a sense of satisfaction resulting from successful experience in these areas; (3) personal characteristics, such as self-respect, initiative, and resourcefulness; (4) a realistic understanding of the relationships between the world of work and education which assist individuals in becoming contributing members of society; and (5) the ability to enter employment in a selected occupational area or to go on for further education.

The Center for Vocational and Technical Education at The Ohio State University is the prime Model I contractor. Associated with the Center are six local school district sites that serve as focal points for the development and field testing of career education materials--curriculum units, guidance units, teacher training manuals, public information and administrative guidelines. The six local school districts are: Atlanta, Georgia; Los Angeles, California; Pontiac, Michigan; Hackensack, New Jersey; Mesa, Arizona; and Jefferson County, Colorado. The project attempts to reform the curriculum of the established public school system by infusing career development concepts into the entire K-12 curriculum. In grades K through six, career awareness is emphasized; in grades seven through nine, career exploration; and in grades 10 through 13, career preparation.

Approximately 200 curriculum units have been developed. All of these have been tried out in the various cooperating school districts and were more rigorously field tested by NIE in FY 74. Forty five of the units will be ready in the spring of 1974 and the rest in 1975. A staff development package to accompany the completed units, a guidance and counseling package, and a placement component also will be prepared for dissemination.

In addition to these projects, numerous pilot, exemplary, and curriculum projects exist within each of the states to develop materials and test ideas for implementation of career education in the public schools.

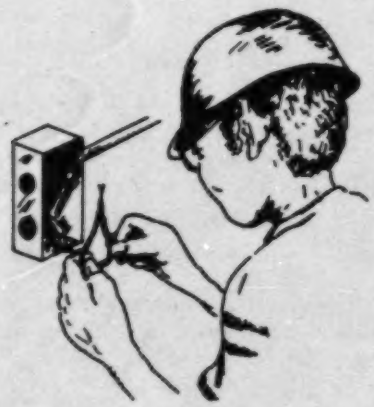
Model II: Experience-Based Career Education

This model is being created, developed, operated, and supported primarily by business in companionship with schools. The idea supports the proposition that a consortia of industrial, commercial, and other firms collaborate in developing the program for the benefit of the thirteen-twenty age group. The objectives of this model are (1) to provide an alternative educational program for students in an employer-based setting; (2) to unify the positive elements of academic, general, and vocational curricula into a comprehensive career education program; (3) to increase the relevance of education to the world of work; and (4) to broaden the base of community participation, particularly by involving public and private employers more directly and significantly in education.

There are four Model II contractors: Appalachia Educational Laboratory, Charleston, West Virginia; Far West Laboratory for Research and Development, Berkley, California; Northwest Regional Educational Laboratory, Portland, Oregon; and Research for Better Schools, Inc., Philadelphia, Pennsylvania. Because the laboratories work separately, progress on all points has not been uniform.

After two years of operation, these schools are becoming stable and results appear to be promising. Priorities for the next stage of this project will be:

1. Dissemination of procedures and materials.
2. Lowering the cost per student to make this plan practical.
3. Development of evaluation designs to determine the most effective elements of the program.



Model III: Home-Based Career Education

The Education Development Center, Inc. (EDC) of Newton, Massachusetts conducts the only Model III project. EDC is working in Providence, Rhode Island with the problems of adults and adolescents who are neither employed nor in school. Unlike the other models, this project is not attempting to teach skills and attitudes directly. Rather the project is designed to inform individuals about existing work and training opportunities in the community and to apply mass communications media to the outreach and assessment of the career interests of selected homebound populations.

Originally Model III was to provide an alternative, home-based delivery system for career training. This objective was postponed and planning studies are being initiated to examine the potential and the problems of a home-based educational delivery system.

As presently being implemented, this project is largely a counseling outreach program which is serving about 1700 subjects per year.

Model IV: Rural-Residential Career Education

The objectives of this model are to provide rural families with employment capabilities suitable to the area, to provide leverage on the economic development of the area, and to improve family living in general. The model might be conceptualized as a "socioeconomic development project" to serve disadvantaged families and some single persons drawn from a six state area.

The Rural-Residential Career Education Model is a research and demonstration project which will test the hypothesis that entire disadvantaged rural families can experience lasting improvement in their economic and social conditions through an intensive program at a residential center. The center is designing programs to provide services for the entire family. Services will include day care; kindergarten, elementary, and secondary education; career and technical education; young adult, adult, and parent education; family/living assistance; medical and dental services; welfare services; counseling; and cultural and recreational opportunities for single and married students and their families.

The Mountain-Plains Education and Economic Development Program, Inc. is responsible for developing and coordinating the various components of the Rural-Residential Model. The project is located in Glasgow, Montana, on a U.S. Air Force base and is being designed to serve the needs of target families in the six state region of Idaho, Montana, Wyoming, North Dakota, South Dakota, and Nebraska.

This project was funded for five years beginning in FY 72. The first families arrived on base in March of 1972. Economic costs for this project are, of course, quite high. Priorities for the project include:

1. Try to cut down on cost to make it duplicable.

2. Evaluation to determine what components of the program are most effective.

Viewed in total, these four models when fully developed will provide differing alternatives for individuals who have a variety of needs. The following quotations from Goldhammer and Taylor, *Career Education: Perspective and Promise,* reflect the comprehensive nature of these four models:

"The various models will provide a variety of options for individuals who, for one reason or another, need to recycle their career activities or who desire to advance in their career goals."

"As now conceived, the models should provide opportunities for career development and preparation for any person, regardless of his age, regardless of the circumstances under which he must work and live, and regardless of the social or physical barriers he might face."

"If career education is to fulfill its potential and capitalize on its dynamic qualities, several current concepts and assumptions inherent in the present "system" of education must be examined and restructured. We need to develop educational systems that parallel the lifelong educational needs of people. We need to evolve a new view and sense of purpose for the schools. Further, we need to distinguish between education and schooling. If career education is to deliver on its promise and potential, schools must become different kinds of institutions."

"We need to question some of our current beliefs and practices--to examine the implications of our heretofore unexamined assumptions, such as the belief in continuous, uninterrupted schooling K-12, the nine-month school year with its lock-step structure, compulsory attendance laws, child labor laws, and the assumption that learning takes place only in the school building."

In addition to these four models, the Career Education Program of the NIE is directing numerous smaller research and development projects. These projects are directed at questions related to career education for youth and midcareer adults, particularly women and low socioeconomic groups.

For further information on Career Education projects, you may contact the following:

Dr. Corinne Rieder, Director
Career Education Development
Task Force
Code 600, Room 612
Washington, D.C. 20202

Employer-Based Career Education
Appalachia Educational
Laboratory, Inc.
P.O. Box 1348
Charleston, West Virginia 25325

Curriculum and Instructional
Materials Center
State Dept. of Vocational-Technical
Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Comprehensive Career Education Model
The Center for Vocational and
Technical Education
The Ohio State University
Columbus, Ohio 43210

Mountain-Plains Education and Economic
Development Program, Inc.
P.O. Box 3078
Glasgow AFB, Montana 59231

EXERCISE FOUR--CAREER EDUCATION MODELS

1. List the four models for career education.

   a.

   b.

   c.

   d.

2. Beside each description, name the correct model:

   a. Counseling outreach program:

   b. A consortium of employers:

   c. K through 12 system:

   d. Total family involvement:

3. In a written paragraph or in a group, discuss the changes in counselor programs you see as a result of implementing career education with each of these models.

ANSWER SHEET NUMBER FOUR

1. a. School-Based Model

   b. Home-Based Model

   c. Residential-Based Model

   d. Experience-Based Model

2. a. Home-Based Model

   b. Experience-Based Model

   c. School-Based Model

   d. Residential-Based Model

3. Your answers are great! If you are discussing with groups, exchange ideas among groups.

You are now ready to learn all about the school-based model!

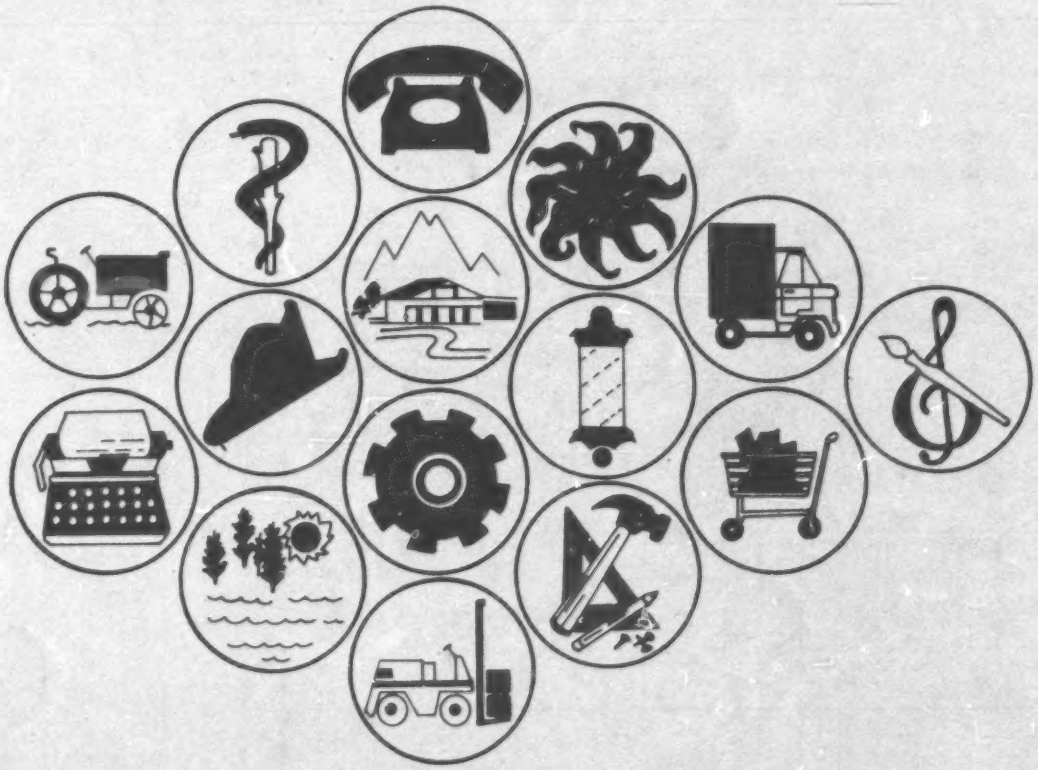
ENDNOTES:

Goldhammer, Keith and Robert E. Taylor. *Career Education: Perspective and Promise.* Columbus, Ohio: Charles E. Merrill Publishing Company, A Bell and Howell Company, 1972, p. 10.

Budke, Wesley E., Glen E. Bettis, and Gary F. Beasley. *Career Education Practice.* Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, December 1972.

PERFORMANCE OBJECTIVE FOUR:

The participant will be able to match the eight basic elements of career education, as identified by the Ohio Center, with their expected outcomes, to identify the stages of career education for each level of education, and to select from a list the fifteen occupational clusters identified by the U.S. Office of Education.



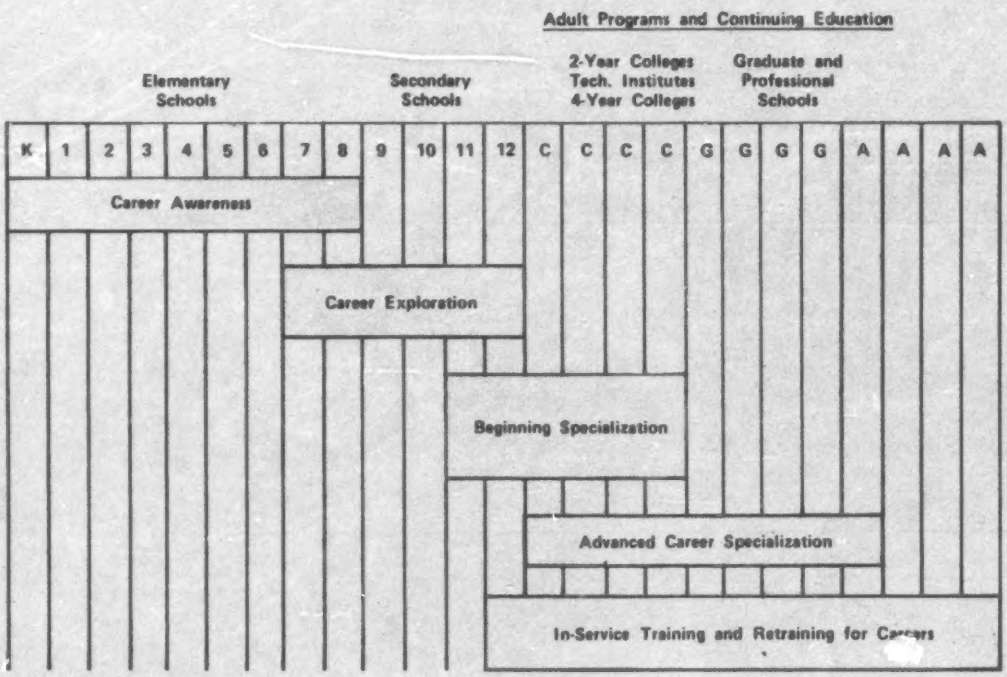
THE SCHOOL-BASED MODEL

The object of this model is to develop and test a system of career education, K through 12, which will help students develop:

1. An awareness of career options.
2. A self concept in keeping with a work-oriented society which includes positive attitudes about work, school, and society and a sense of satisfaction resulting from successful experiences in these areas.
3. Self-respect, initiative, resourcefulness and other personal characteristics.
4. An understanding of the relationship between school and the world of work.
5. Skills to enter employment in a selected occupational area and/or to go on for further education.

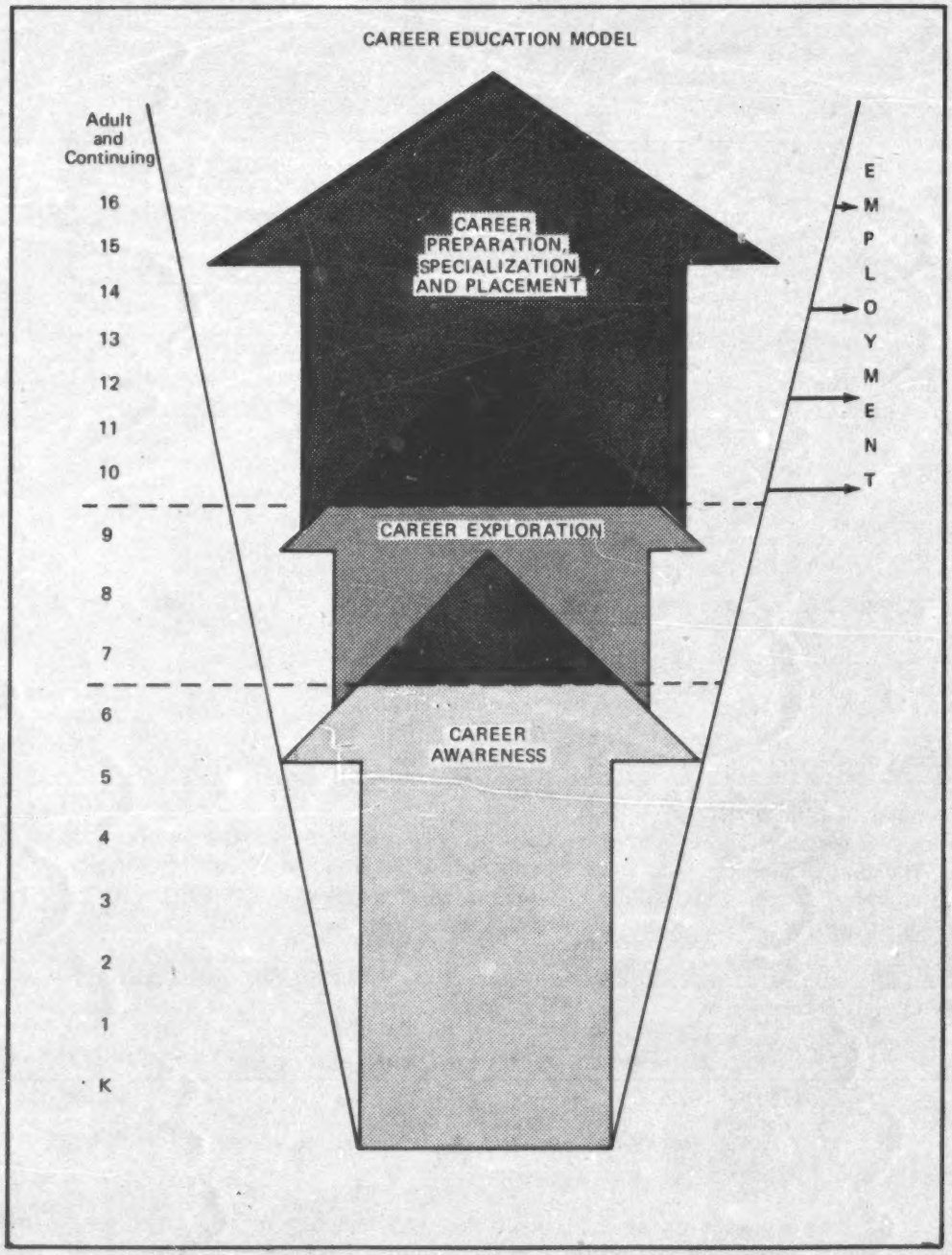
Many different illustrations exist for the career education concept. Figure 1 (below) is one illustration which fits most of the basic conditions.

FIGURE 1 THE CAREER EDUCATION CONCEPT


Adult Programs and Continuing Education
Elementary Schools
Secondary Schools
2-Year Colleges Tech. Institutes 4-Year Colleges
Graduate and Professional Schools
K 1 2 3 4 5 6 7 8 9 10 11 12 C C C C G G G G A A A A
Career Awareness
Career Exploration
Beginning Specialization
Advanced Career Specialization
In-Service Training and Retraining for Careers

This model was developed by the Sand Springs Pilot program as a model for career education in Oklahoma.

FIGURE 2



We will emphasize the following four stages of career education which are similar to those illustrated in figures 1 and 2.

	Stage	Grade Level	Major Concepts
1.	Career awareness	K-6	Attitudes toward the world of work Awareness of the world of work through exposure to jobs in the fifteen job clusters
2.	Career exploration	7 and 8	Exploration of three or four job clusters through exploratory courses
3.	Prevocational	9 and 10	Indepth exploration of one or two job clusters
4.	Specialization	11 and 12	In one of three areas: Pretechnical, Vocational, College Prep

Note: You will get an explanation of job clusters soon!

One caution to any "model" of career education is that the divisions between the various stages are generally shown to be distinct and rigid. If schools are to be respondent to individual differences and needs, we must avoid the trap of such arbitrary, rigid divisions. For example, career awareness will have its greatest emphasis at the elementary level, but for most people will continue throughout life.

Let's look at some of the basic tenets of the school-based model as established by the Ohio Center:

1. Career education involves all students regardless of their post secondary plans.

2. It is to be infused into the regular curriculum, not another course to be "added to" the curriculum.

3. It makes career placement the responsibility of the school and provides for placement follow-through, including reeducation if desired. (This is quite a challenge for the guidance department!)

DO YOU AGREE?

The staff at Ohio State's Center for Vocational-Technical Education has identified eight elements as basic to career education. The following chart presents these elements along with their expected outcomes. See if you can match the basic element to its expected outcome.

Don't worry if you can't match them! Be brave, get the brain cells working, and try. The explanation will follow.

Career Education Elements	Element Outcomes
_____1. Career awareness--Knowledge of the total spectrum of careers	a. Employment skills--Competence in performance of job-related tasks
_____2. Self-awareness--Knowledge of the components that make up self	b. Career decisions--Career direction setting. A plan for career development
_____3. Appreciations, attitudes, life roles--Feeling toward self and others in respect to society	c. Career identity--Selection of a role or roles within the world of work
_____4. Decision-making skills--The ability to apply information to rational processes to reach decisions	d. Career placement--Ability to locate, obtain, and hold a job
_____5. Economic awareness--Perception of processes in production, distribution, and consumption	e. Educational identity--Ability to select educational paths to fulfill career plans
_____6. Beginning competency-Skill awareness--Skills--Ways in which man extends his behaviors	f. Self-identity--Knowledge of self
_____7. Employability skills--Social and communication skills (Ability to get along with people)	g. Self-social fulfillment--Actual and satisfying work role
_____8. Educational awareness--Perception of relationship between education and life roles	h. Economic understanding--Ability to solve personal and social problems in an economic environment

Answers:

1. c
2. f
3. g
4. b
5. h
6. a
7. d
8. e

These are Ohio State's answers. Look back over them and see if you agree with their interpretation. The following descriptions give the rationale for Ohio State's definitions. If you had difficulty with any of these or disagree with their answers, read that section on the following pages to understand their rationale.

Got them all right? Good! Go to page forty-one.

A DESCRIPTION OF THE EIGHT MATRIX ELEMENTS

1. Self-Awareness

The child entering school has some knowledge and attitudes toward himself: what kind of a person he is and what he hopes to become. This can be titled self-awareness. Through career education and his home and community experiences, the student will become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity. As he realizes who he is and what he is like, he will develop a reasonably consistent internalized value system.

2. Educational Awareness

The entering student has some awareness of the relationship between education and training, whether formal or experience-based, and the life roles assumed by himself and others. From this basic educational awareness the student will continue to develop and refine a thorough understanding of the part education and training plays in relation to the "real" and "now" world and the changing world in which he will assume a more complete productive participation. He will also come to recognize the need for specific education and training for specific career roles. This leads to educational identity. Educational identity combines an understanding of the relationship between education and training and life roles, the knowledge of himself as a participant in education and training, his learning style, pace, capabilities, and capacities, and the ability to select and evaluate educational avenues for the development of his career plans.

3. Career Awareness

The child entering school possesses some knowledge about attitudes toward and interests in some careers. He knows something about career performances, associated life-styles, rewards, leisure time, working conditions, and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness.

Through career education, plus home and community life, the student should be helped to understand the broad range of careers which are available as they serve him, the community, or society-at-large. He should also be aided in learning what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. From this broad understanding of careers, the student should experience active career exploration and preparation which leads to career identity. Career identity is defined as the individual's selection of an appropriate role or roles within the world of work.

4. Economic Awareness

The child has observed and participated in the economic system to some extent prior to school entry. Building on this base of economic awareness, we wish to assist the student's through exploration of the economic system both as it relates to career development and the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for the child or adult to "read" the economic environment and solve personal and social economic problems.

5. Decision-Making Skills

The entering child has some understanding of the decision-making skills and has come to accept the responsibility for the outcomes of his decisions.

The career decisions made during his involvement in the Comprehensive Career Education Program will move from very tentative and flexible career decisions to decisions which are increasingly irreversible or reversible only at some cost of time, effort, or money. He should reach a decision which represents a careers direction setting by grade ten, or early enough to provide for the development of entry level skill in a career plan prior to school exit. Career decisions are defined as a careers direction setting, the product of a rational process, a plan for immediate, intermediate, and long-term career development.

6. Beginning Competency -- Skill Awareness

The entering child is aware that some skills are required for engaging in occupations, and he may have some beginning skill competence. He is able to participate in some tool and process applications.

Tool skills are defined very broadly to include all of the ways in which man extends his behaviors. He extends his ideas by means such as language skills, drawings, drafts, and performance. He extends his ideas over time and space by the use of written communication, telephone, paintings, photography, and telescopes, and his physical ability by harnessing energy and the use of tools.

Man engages in process applications by creating or imitating individual group sequences for completing tasks. The career education program and its support systems will provide opportunities for the student to participate in tool and process application in order to provide for employment skills. Additionally, this development will feed into other elements of career education, such as career identity, self-identity, and economic understanding.

7. Employability Skills

Employability skills are those elements of career education which have to do with searching, locating, and obtaining career placement both on an initial and an advanced basis. Employability skills also deal with developing group participation and other social relation awarenesses and skills.

8. Attitudes and Appreciations

This element -- attitudes and appreciations -- was included as a means of focusing attention on the affective component of career education. Through career education and its supporting systems, the individual should develop an internalized value system which includes an estimation of his own career role and the roles assumed by others. These appreciations and positive attitudes toward his own career role and the roles of others in the society should lead to active and satisfying participation as a productive citizen and thus provide for both self-fulfillment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which motivates the student toward becoming a self-actualized, self-fulfilling member of the world of work with

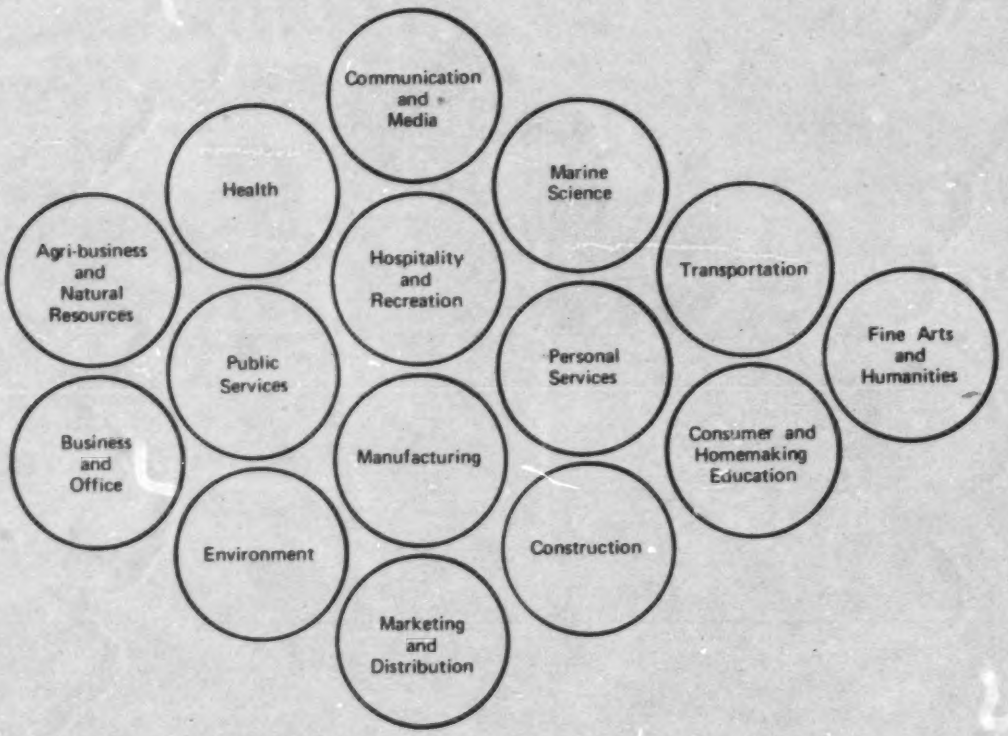
appreciations for his own role and the role of others.

Now look back to the career elements exercise, page 37, and see if you understand Ohio States interpretation. You don't have to agree with it.'

Now for the promised explanation of job clusters!

THE CLUSTER CONCEPT

The *Dictionary of Occupational Titles* identifies approximately 25,000 jobs. In order to group these 25,000 jobs into manageable cluster, the U.S. Office of Education has identified fifteen job or occupational clusters which are:



A cluster of occupations could be defined as a logical group of selected occupations which are related because they include similar teachable skill and knowledge requirements. Every cluster will include jobs which require a range of education levels all the way from minimal education to the top professional levels, from basic trade skills to a doctoral degree.

The theory behind the cluster concept is that most of the approximately 25,000 occupational titles can be grouped into a few cluster areas according to similar characteristics and purposes. For example, the construction cluster might include a study of the following occupations: architect, draftsman, contractor, foreman, soil tester, laborer, bulldozer operator, cement mason, bricklayer, brick cleaner, carpenter, painter, electrician, and many others.

Occupational cluster learning might include on-site observations, hands on experiences, role playing, simulation and other appropriate activities. It can provide a more systematic approach to studying careers. Clusters to receive curricular attention by school districts may vary somewhat because of community priorities.

After one more short exercise, we will be ready to look at an actual school program of career education and the counselor's role in it.

EXERCISE FIVE–THE SCHOOL-BASED MODEL

PART I

In front of each of the following career education stages, indicate the level of education that would be most appropriate. Use an E for the elementary, a J for grades 7 and 8, an M for grades 9 and 10, and an S for grades 11 and 12.

_____1. Career exploration

_____2. Specialization

_____3. Prevocational

_____4. Career awareness

PART II

From the following list, place an "X" in front of those titles which have been identified by the U.S. Office of Education as one of the fifteen job clusters:

_____Business and Office Occupations

_____Marketing and Distribution Occupations

_____Communication and Media Occupations

_____Home and Community Services Occupations

_____Construction Occupations

_____Manufacturing Occupations

_____Agribusiness and Natural Resources Occupations

_____Educational Occupations

_____Marine Science Occupations

_____Environmental Control Occupations

_____Public Service Occupations

_____Health Occupations

_____Government Occupations

_____Hospitality and Recreation Occupations

_____Personal Services Occupations

_____Fine Arts and Humanities Occupations

_____Consumer and Homemaking Occupations

_____Transportation Occupations

ANSWER SHEET NUMBER FIVE

PART I

J 1. The student will have the opportunity to explore three or four job clusters at seventh and eighth grade level.

S 2. By eleventh and twelfth grades, the student should be ready to specialize one of three ways: Pretechnical courses, vocational courses, or college preparatory.

M 3. At ninth and tenth grade levels, the student can enter into more indepth exploration of one or two job clusters.

E 4. At the elementary level major concepts to stress are work attitudes and an awareness of the world of work.

PART II

X Business and Office Occupations

X Marketing and Distribution Occupations

X Communications and Media Occupations

___ Home and Community Services Occupations

X Construction Occupations

X Manufacturing Occupations

X Agribusiness and Natural Resources Occupations

___ Educational Occupations

X Marine Science Occupations

X Environmental Control Occupations

X Public Service Occupations

X Health Occupations

___ Government Occupations

X Hospitality and Recreation Occupations

X Personal Services Occupations

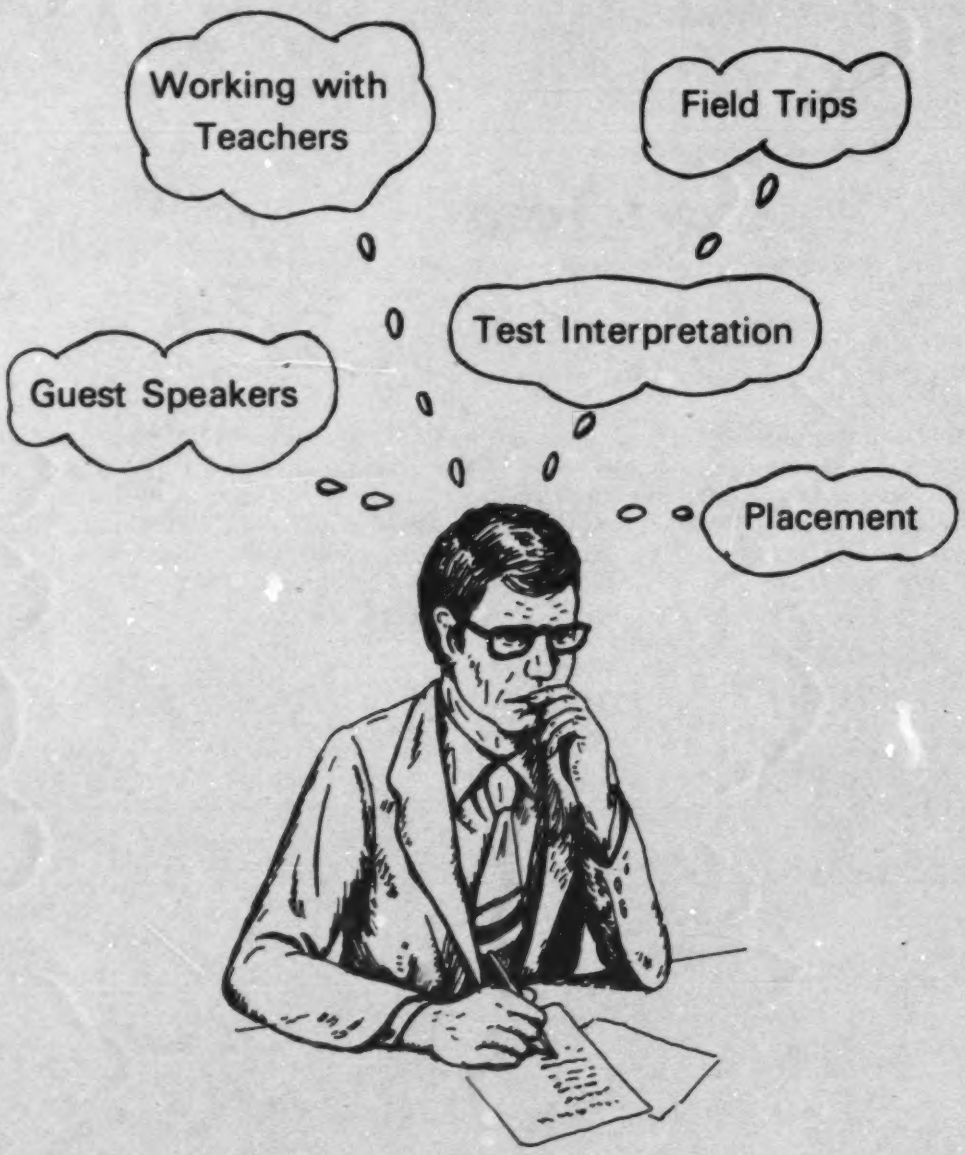
X Fine Arts and Humanities Occupations

X Consumer and Homemaking Occupations

X Transportation Occupations

PERFORMANCE OBJECTIVE FIVE:

The participant will be able to select the statements which are true about the major concepts of the school-based model and to list four activities which could be performed at his level of counseling to support career education activities.



ROLE OF THE COUNSELOR IN CAREER EDUCATION

The guidance component permeates the entire spectrum of career education and is crucial to its success. If the school has no counselor, then someone must be designated to fulfill these functions if career education is to be successful.

Central to the career education concept is recognition that success in working life involves good mental and physical health, human relations skills, a commitment to honest work as the source of income, and a willingness to accept the discipline of the work place and to be motivated toward achievement in the work setting. All of these things have long been goals of guidance. The functions of guidance in career education would include:

1) Coordination of activities.

2) Providing leadership for career education.

3) Group and individual conferences.

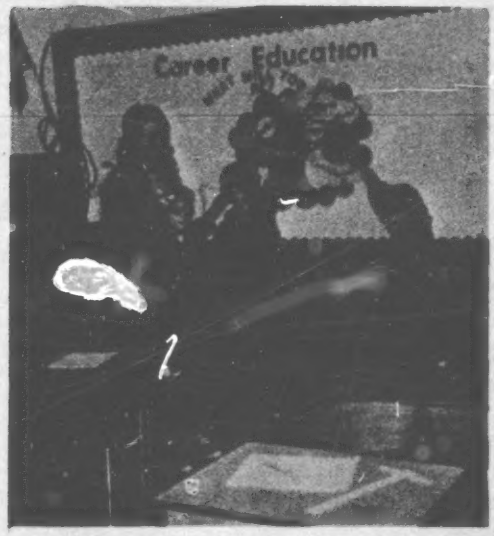
4) Coordination of a career information system.

5) Coordination of the testing program.

6) A placement function.

This is not to suggest that one person can do all of this, but that all of these functions must be met and could fall into the realm of the guidance department. If a school has a person designated as career education facilitator, this person would rightly assume part of these duties. In some instances, the principal will assume most of the leadership function. However, the counseling staff should be qualified to assume any of these functions if called upon to do so.

Activities: This section will identify the major concepts to stress at each grade level and the specifics of how counselors can support career education at all levels.



GRADES K THROUGH 6--CAREER AWARENESS

At the elementary level, the two major concepts to stress are attitude development and awareness of the world of work. Developing positive attitudes toward the world of work is a developmental process which should begin with self-awareness and gradually move to help each pupil formulate career thoughts so he will develop a positive attitude toward becoming an effective worker in a career oriented society. The child must first develop a positive attitude toward himself as a person and a worthwhile worker before he can develop a positive attitude toward work or other workers.

Awareness of the occupations included in the fifteen occupational clusters exposes individuals to a diversity of work values so they will know and understand those that exist. To familiarize children with work is similar to learning any subject matter. One must begin with the known and move to the unknown--a child must begin with family

workers and/or significant persons in his life, then advance to the community, national and international workers. Career awareness should be a part of the daily curriculum, integrated into the major subject areas to help students become aware of occupations that lead from the subject areas.

How would an elementary teacher go about implementing this philosophy?

Basically, it would involve a restructuring of some present activities. Field trips would focus upon the worker rather than the product and would be planned to expose the student to a variety of workers at various levels of expertise.

Resource people would be brought into the classroom to discuss their work, their accompanying life-style, and their feelings about the work. Subject matter skills, such as reading and math, would be structured to include the basic career education elements. For example, a reading lesson could focus upon a specific worker including the work setting, the worker's feelings and attitudes, and his life-style. A math unit could be structured around the math skills needed by a carpenter, a groceryman, or some other worker with whom the student could identify.

Role playing, simulation, and "hands on" activities would be planned to provide more concrete learning experiences.

Basic decision-making and problem-solving skills would be introduced and practiced.

Activities which the elementary school counselor could perform to facilitate attitude development and career awareness include:

1. Help to organize an advisory committee for career activities. This committee should be composed of classroom teachers, administrators, and community civic and business leaders.

2. Assist teachers with field trips related to occupational units. The counselor can be of assistance by helping to coordinate the trip, suggesting places to go, and going along to help focus emphasis of the trip upon career concepts. Students should be guided to seek information about types of workers, working conditions, training of workers, and duties of workers encountered on the field trip. In other words, the field trip should emphasize the worker rather than the product. The counseling staff could maintain a file of local companies willing to accomodate field trips with evaluations of the field trip as groups return and pertinent information about the company to help the teacher prepare the students for the visit. After an initial survey of the community, this file should not take much time to maintain and could be a valuable service to teachers. (See sample form at end of this unit which could be sent to local businesses as an initial survey.)

3. Maintain a file of guest speakers who are willing to speak to students about their jobs. A survey of parents who have students in your school is an excellent way to begin a guest speaker file. (See sample letter at end of this unit.) A survey of faculty expertise can also be helpful. Many teachers have held other full time or part-time jobs and can share these experiences. Assist teachers in teaching interviewing skills to students prior to visits by resource people. (See sample list of interview questions at end of unit.)

4. Co-direct role playing situations and puppet activities related to interdependency of jobs, individual differences, the purpose of work and job interviews.

5. Assist and encourage teachers to conduct open discussion groups, such as class meetings, to deal with problem-solving and decision-making. (Relate to problems which might need solving and/or decisions to be made by a garbage collector, mailman, grocer, etc.)

6. Assist teachers in securing visual aids related to occupational education. This would include films, filmstrips, transparencies, movies, simulation games, comic books, reader printer, VIEW material, and career kits.

7. Assist teachers to develop methods for keeping parents informed of career activities at school, so parents can carry out the emphasis at home.

   Example: The student is assigned housekeeping chores at school The parent should be encouraged to assign the student responsibility for similar chores at home.

8. Lead faculty discussion groups on how occupational material and ideas might be integrated into the curriculum.

9. Facilitate staff meetings and/or grade level meetings to coordinate activities between rooms and to encourage the sharing of ideas.

10. Arrange and/or conduct in-service training for teachers on career education concepts and to help familiarize teachers with the tools and techniques for "hands on" activities.

11. Assist teachers in setting up "hands on" activities within the classroom. This could include helping teachers formulate ideas for hands on activities, obtaining materials, learning how to use the tools and/or equipment, and arranging for student consultants to help.

    Example: Use of play telephone to simulate telephone operator; setting up a company and related working elements in the classroom aimed at having students do most of the planning, material building, resource gathering, and content input.

12. Take the lead in every way possible to encourage student participation in the decision-making process at students' level of sophistication.

    Example: Opening exercises within the room, rotating assignments of job for the day or the week, policy related to playgrounds, etc.

13. Administer career pretest and post test to evaluate success of programs and areas which need to be strengthened.

14. Publicize career awareness activities of the school through articles and photographs in local newspapers and through speeches to school professional meetings, PTA groups, and civic groups.

GRADES 7 THROUGH 10–EXPLORATION

In addition to continuing attitude development and awareness of career opportunities, exploratory activities would be appropriate at the seventh and eighth grade levels. Students would be given the opportunity to explore a wide variety of career clusters through "hands on" types of activities, field trips, work observations, role playing, and simulation. Six to nine week exploratory courses in each of the job clusters could be provided through industrial arts, home economics, and some of the other subject areas so that each student would have the opportunity to explore several of the job clusters at this level. The students would be exposed to basic concepts needed for success in the career clusters. This would help the students to understand themselves in relation to educational and occupational alternatives including the occupational outlook available to them.

Every teacher in every classroom should be emphasizing the contribution that subject matter can make to a successful career.

Students who are potential junior high school dropouts can be identified and encouraged to develop job-entry-level competency in at least one specific occupational cluster.

Career guidance activities should be strengthened to assist the school staff in planning career related activities and to help individual students attain the knowledge and skills necessary for career decision-making. The student should be provided with activities to help him know himself and begin to assess his own strengths and weaknesses in relation to various careers. Emphasis should be placed on assisting each student in planning a high school program which will be of most benefit to him.

In grades 9 and 10, students are given the opportunity for in-depth exploration and training in one cluster leading to entry level employment in one occupational area and providing a foundation for further progress, leaving open the option to move between clusters if desired.

At these levels, the counselor could perform the following activities to support the career exploration philosophy:

1. Help to organize an advisory committee for career activities. This committee should be composed of classroom teachers, administrators, PTA representatives, and community civic and business leaders. An advisory committee is extremely helpful in getting business cooperation for field trips and guest speakers.

2. Assist teachers with field trips related to occupational units. (See item two for elementary counselors.) This field trip would be similar to those in the elementary grades but would be most advantageous if the student could be assigned some time to spend with an individual worker on the job.

   For group trips, students could be assigned specific things to look for on the trip and then exchange information and discuss implications when they return to the classroom.

   Example: One group of students could report on dress styles or dress codes in the business or factory visited. Another group could report on general working conditions and atmosphere (noise level, whether crowded, clean or dirty, safety conditions, etc.) Another group might interview a few workers, report on attitudes, likes and dislikes, etc.

   (See sample form at the end of this unit for conducting a survey of local businesses and industries.)

3. Coordinate speaker visitations to the school. (See item three for elementary counselors for suggestions on setting up a guest speaker file.) Speakers should be encouraged to relate to "human" aspects of their job--work hours, pay, their feelings about the job, and personal qualities needed for the job as well as educational requirements, skills needed, physical requirements, etc. The counselor should encourage student involvement in each activity.

   Example: Have students write letters, make phone calls, meet the person at main entrance, etc.

4. Collect career related materials across disciplines or set up a system to obtain materials relating to the disciplines and encourage teachers to use them by suggesting ways of integrating them into their curriculum.

5. Coordinate the exploration of occupational clusters by attending curriculum meetings to insure each student gets some exposure to all clusters through academic related curriculum and be a spokesman for setting up exploratory courses to meet the needs of the students in your school population. Ideally a student would have the opportunity to explore several career clusters in the seventh and eighth grades through exploratory courses which would be nine weeks or one semester in length. From these exploratory courses, it is just as important for a student to decide that he does not like a particular career cluster as it is to decide that he does like one. In the ninth and tenth grades, the student should be ready for a full year exploration of one or two career clusters.

6. Coordinate an information system (gathering, updating, and dissemination) related to career clusters in terms of descriptions, supply and demand, interests, and training and education requirements. Many schools are finding it is very functional to establish a "career corner" in the library. The counseling staff can work with the librarian to gather and update materials for this corner. Current career books, pamphlets, and media such as individual sound filmstrips can be gathered and attractively displayed in one quiet corner which would be designed to encourage student browsing. It is extremely helpful, but not essential, to have a paraprofessional or adult volunteer worker assigned to this area. Students who need further information or clarification could then be referred to the counseling staff.

7. Coordinate a program aimed at utilizing "hands on" experiences in ways for greatest exposure to the student population.

   Example: Students could develop movie film of work activities in the community. Have student discussions in various classes and take film to an elementary school to talk about what they did.

8. Provide in-service training for staff in leading and facilitating open discussion and problem solving groups. Topics to deal with could be: interests, life-styles, introduction to career decisions, decision-making related to peer and parental pressures, and values of work and leisure.

9. Get into community businesses, parent groups, and service clubs to lay ground work for cooperation and support of career education.

10. Lead counseling groups for those uneasy about: self-acceptance, career plans, acceptance of responsibility, and interpersonal relations. (Activities include: open discussion or role playing.)

11. Coordinate orientation to career preparation programs at high school.

12. Compile information concerning part-time jobs available in the community and sell the idea about the importance of gaining such experience. Support

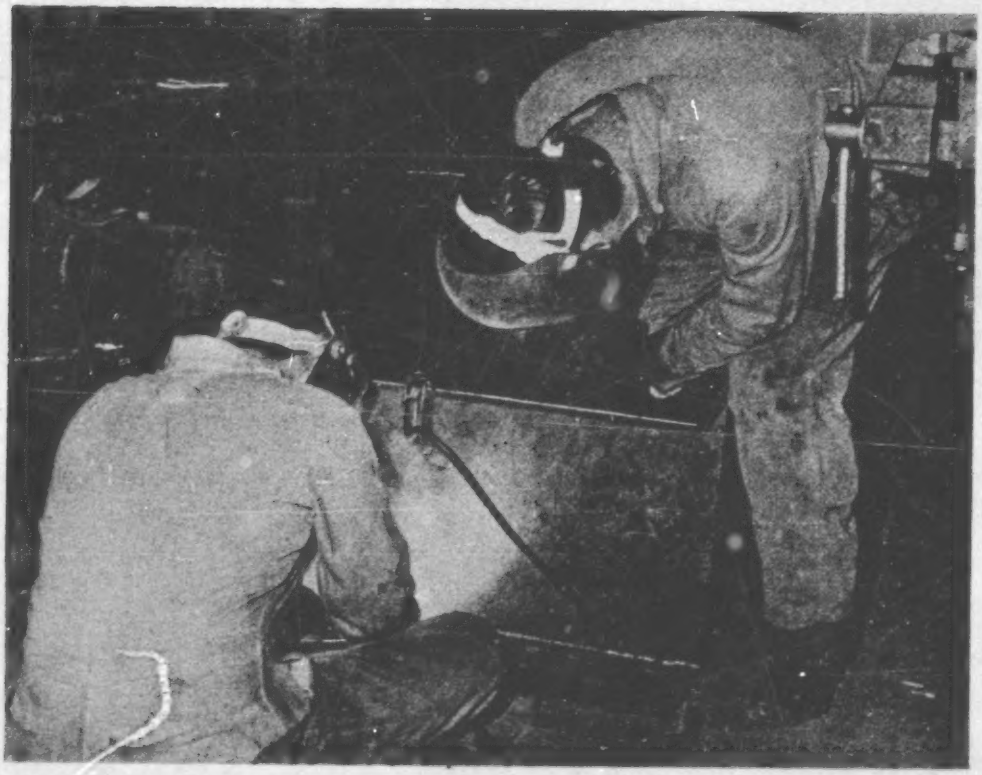
the idea of making positions or work stations available to young teenagers. If the high school has a placement officer, he can be extremely helpful with this job.

13. Be a spokesman at staff meetings for student involvement in the decision-making process within the school. See that student government deals with worthwhile areas--i.e.: assemblies, speaker programs, school programs, and rules. Insure that every student has an opportunity for direct or indirect involvement in the school's decisions and the associated consequences thereof.

14. Suggest and have media available to complement classroom activities.

15. Help plan and supervise a testing program which will give students information about themselves for career decision-making. Conduct group and/or individual conferences with students regarding test results.

16. Conduct or supervise research studies to evaluate effectiveness of your career program.



GRADES 11 AND 12--SPECIALIZATION

This is the level of specialization for most students. In these grades, the student would pursue his selected job area in terms of the following options:

a. Vocational education--Acquiring skills through vocational education that would enable him to take a job immediately upon leaving high school.

b. Pretechnical--Taking a combination of academic and on-the-job courses in preparation for entering a post secondary institution that would train him as a technician.

c. College preparation--Electing a similar combination of courses in preparation for a degree from a junior college or a four-year college or university and beyond.

d. Any combination of the above.

Intensified guidance services, including a placement service, become essential at the senior high school level. The placement service would include the following components:

1. Placement in part-time jobs
2. Placement of all students exiting from the school in one of three ways:
   a. A job
   b. A junior college or four-year college
   c. Post secondary vocational or technical training
3. Follow-up of students on the job

We hear a lot about accountability in education. As schools become responsible for placement of exiting students, they truly become accountable. Under career education, schools would be evaluated on the basis of how many students are successfully placed in one of the three areas listed above. As we all know schools are presently evaluated on the basis of how many students go to college with no emphasis on how many students are successful there.

As schools become accountable for all exiting students, we can expect that more sophisticated follow-up procedures will be implemented. This information will be available for program revisions to meet the needs of those exiting students. In other words, as schools accept responsibility for students who complete their program, we can expect to see modification and improvement of school programs.

The placement service will necessitate additional personnel, both professional and paraprofessional. Placement specialists will need to work closely with prospective employers, educational institutions, and employment services, as well as with the students to be placed. Our information system for student records will need to be improved if placement specialists are to help students assess their own strengths and weaknesses in order to make wise career decisions.

Placement in part-time jobs is considered an important part of career education for many students. A part-time job should give the student an opportunity to further explore a job cluster in which he is interested. For example, if a student is interested in the construction cluster, a part-time job as a carpenter's helper would give him the opportunity to explore that occupation in a real life setting. In addition to being an exploratory experience, a part-time job can give a student a feeling of self-worth and provide experiences in human relations and work habits on the job.

Counselors could best support career education at this level by performing the following:

1. Help to organize an advisory committee for career activities. This committee should be composed of classroom teachers, administrators, PTA representatives, and community civic and business leaders. Rather than having an advisory committee for each school, it may be advisable to help set up an advisory committee for the entire school system with subcommittees to work on various areas. It is essential to the success of a high school placement program to have a Placement Committee or subcommittee to help plan and carry out this function.

2. Attend administrative meetings, teacher staffings, or any school meeting related to career education. Push for more student responsibility and involvement in the decision-making process of the school, assist co-op work programs, facilitate problem solution processes in staff meetings, consider the learner in curriculum meetings, and take the lead to emphasize development or exposure to pleasurable leisure activities.

3. Give special attention to counseling dropouts or potential dropouts regarding their career goals. Support the open entry concept by assisting with screening and evaluating student's goals and commitments for re-entry. Follow-up such students as to how well they live up to their contract. If the school has a placement officer, refer dropouts to this office. If the school has no placement office, try to help the student get employment or placed in some other kind of education.

4. Supervise material gathering and updating relevant to: trade/technical schools, community college and university bulletins, employment service information, state and national employment trends, and training requirements for jobs and related information. Provide a plan for dissemination and integration of the materials into curriculum. See item six for Grades 7 through 10 for suggestions on establishing a career corner.

5. Assist the classroom teacher in administering, interpreting, and discussing personal profiles of career plans, including interests, strengths, and weaknesses.

6. Coordinate the testing program including selection, administration, and interpretation of tests. Interpretation of individual tests is of extreme importance under career education concepts. Students must have this information available to them to facilitate wise decision-making.

7. Meet individually or in small groups with students who seem immature and perplexed by career decisions. Group counseling sessions could be arranged for students with similar career goals or similar career problems.

8. Coordinate and suggest speakers for classes/assemblies to include out-of-town people, local businessmen, interested lay people, successful graduates, and retired folks who could relate to students concerning their life work cycle and leisure activities. See item three for elementary counselors concerning ideas for a guest speaker file.

9. Organize a cooperative program across disciplines for students to visit junior high students to relate work experiences and aspects of the high school's career planning program.

   Example: Communication class takes movies of school activities, photo lab develops the film, English class edits the film, speech class outlines the appropriate commentary, and student government decides who is to be on a committee to carry out the project.

10. Coordinate programs with business and office classes to conduct community surveys, compile the data, print it, and disseminate results. (Salaries, opportunities, follow-up on graduates, or student involvement.)

11. Coordinate a program for high school students to serve as consultants to junior high and elementary school classes.

Example: High school journalism students could speak to English classes about their duties, ways they use English in their course, and demonstrate setting up a newspaper page. High school carpentry students could assist elementary teachers with "hands on" activities requiring sawing, hammering, etc., and help both students and teachers learn to use the tools.

12. Utilize college students to serve as consultants to high school students planning to go to college.

The placement officer will:

1. Canvas local business and industry for the purpose of:
   a. Informing them of the placement service.
   b. Soliciting jobs.
   c. Helping elementary and junior high schools establish files for guest speakers and field trips.
2. Fill out a form for each new job obtained.
3. Maintain files of these forms, separated by jobs filled and jobs still open. Keep records of persons referred to jobs and persons hired.
4. Complete work applications for students who want to work. Help students relate their abilities, availability, and interests to the types of jobs available to him.
5. Make appointments for students with employers.
6. Follow up student on-the-job to see if both student worker and employer are satisfied. Help to work out problems or to place student elsewhere if that is necessary.
7. Refer students to regular counseling staff for special problems or set up group counseling sessions if need arises.
8. Encourage students to look for their own jobs. Give them the information and encourage them to use newspaper ads, store window ads, and direct application for jobs, not to rely solely on the placement officers. This can be done through classroom talks and/or group or individual counseling.
9. Work closely with state employment agencies.
10. Encourage and plan public relations programs to promote cooperation between the school and business community. Write news items of activities for publicity.
11. Evaluate commercial employment agencies.

EXERCISE SIX--THE ROLE OF THE COUNSELOR

1. Place a "T" in front of those statements which are true about career education; an "F" in front of those which are false.

_____a. Career awareness will have its greatest emphasis at junior high level.

_____b. Career education is mainly for students who are potential dropouts.

_____c. A "careers course" is one of the best ways to include career education at the high school level.

_____d. Enrollment in college preparation courses would be one option open to a student in the eleventh and twelfth grades.

_____e. Decision-making skills are an important element of career education.

_____f. Field trips and role playing would be used extensively in the elementary grades.

_____g. Exploratory courses in junior high school would be primarily designed to give students job skills in a specific career cluster.

_____h. By ninth and tenth grades, most students will be ready for in-depth exploration and training in one career cluster.

_____i. The primary purpose of part-time job placement would be financial help for students.

_____j. By assuming placement responsibility, schools would become more accountable for their services.

2. If this packet is being completed in a workshop, discuss reasons why schools should or should not accept responsibility for placement of students.

3. List four activities which you could perform in your counseling program to support career education.

ANSWER SHEET NUMBER SIX:

1. a. F Career awareness receives its greatest emphasis at elementary level.

   b. F Career education is for all students.

   c. F Career education is to be infused into the regular curriculum, not just another course.

   d. T

   e. T

   f. T

   g. F Exploratory courses at the junior high level are designed to expose students to jobs within a cluster, emphasizing job setting, skills needed, and accompanying life-style; not to teach job skills.

   h. T

   i. F The primary purpose of part-time job placement would be further exploration of a job cluster and experience in employability skills.

   j. T

2 and 3. I am sure your answers are just great!

APPENDIX A
Sample Survey Form

1. What is the name of your business?_____

   A. Address_____

   B. Phone_____

2. Who should be contacted to arrange a visit to your business?

   _____

   A. Position with firm_____

   B. Phone_____

3. Would someone be able to visit the classroom to prepare for the trip or follow it up?_____

4. For what age children is the tour appropriate?_____

5. How many can be accomodated at one time?_____

6. How many school groups can be handled per year?_____

7. What is the best time of year to visit?_____

8. What is the best time of week to visit?_____

9. What is the best time of day to visit?_____

10. How much time is needed for the visit?_____

    What i the cost to the pupils?_____

    to the school?_____

11. Are there facilities for meals?_____

    Is there ample parking space?_____

    A. Bus_____

    B. Car_____

12. Do you have special exhibits, films, tapes, etc. that could be used for instructional purposes? If so, what are the subjects and how may they be secured?

    _____

    _____

Questionnaire (continued)

13. Brief description of the tour _____

_____

_____

14. Is guide service provided? _____

15. Are there any special safely precautions to be observed during the visit? _____

_____

16. In what other ways can the business and industries of this area contribute to the education of our young? _____

_____

_____

_____

17. What can the school community do for you? _____

_____

_____

_____

_____

APPENDIX B
Sample Parent Letter

Dear Parents,

As a part of our regular instructional program, we would like parents to come to our class and tell the students about their occupations or hobbies. Our children will benefit by contact with an adult who is contributing to himself and his society. We are sure they will have many important questions to ask.

Please fill out and return this form. You will be contacted to arrange a definite time and date. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

Please return to the teacher.

Name_____ Phone_____

Address_____

Occupation or Hobby_____

Company or Firm_____

It would be convenient for me to be at your school on (days and times).

_____

_____

_____

_____

_____
Signature

APPENDIX C
Sample Student Interview

1. What is the name of your job?

2. What do you do on the job? What tools do you use?

3. What mental abilities do you need?

4. What physical abilities do you need?

5. Why did you take this job?

6. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

7. What do you like about your job? Why?

8. What do you dislike about your job? Why?

9. What kind of education is necessary for this kind of work? Are there any personal qualities for this job that are really more important than diplomas?

10. What school subjects have been most useful?

11. About how much money can a person earn in this kind of work? Is there a chance of getting a lot of money all at once? Of losing a lot of money quickly?

12. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have a job where you have to be nice to people all day--even people who are ill-mannered?

13. Do you have to dress a certain way? How do you feel about that?

14. Are people with your kinds of skills usually needed even when business may be bad? Is your work at all seasonal? Is it limited to a certain geographical area?

APPENDIX D
Resource Supplement

Additional materials which are recommended to supplement your knowledge of career education.

Books:

Goldhammer, Keith and Robert E. Taylor. *Career Education: Perspective and Promise.* Columbus, Ohio: Charles E. Merrill Publishing Co., A Bell and Howell Co., 1972.

Hoyt, Kenneth B., Rupert N. Evans, Edward F. Mackin, and Garth L. Mangum. *Career Education: What It Is and How To Do It.* Salt Lake City, Utah: Olympus Publishing Co., 1972.

Davenport, Lawrence and Reginald Petty. *Minorities and Career Education.* Columbus, Ohio: ECCA Publications, The House of Haynesworth, 1973.

U.S. Office of Education. *Career Education: A Handbook for Implementation.* Washington, D.C.: U.S. Government Printing Office, 1972.

Periodicals:

National Association of School Principals Bulletin. "Career Education: What It's All About." Number 371. Washington D.C., 1973.

American Vocational Journal. "Career Education." Volume 47. Washington D.C., American Vocational Association, March 1972.

Educational Leadership. "Career Education". Volume 30. Washington D.C.: Association for Supervision and Curriculum Development, December 1972.

Film:

"Career Education (U.S.O.E.) 1972"; 27 minutes, sound color. Two copies of this film are available, on a limited basis for loan without charge from the State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.

"Work Is Child's Play"; 27 minutes, sound, color. Also available on limited basis as above.

Filmstrip:

"Career Education (U.S.O.E.) 1972"; 20 minutes, color. Available on a limited basis for loan without charge from the State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, Oklahoma 74074.